

September 2022

EYFS Intent, Implementation and Impact Statement

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

Intent

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Westfield Primary, ensuring each individual reaches their full potential from their various starting points.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy.

At Westfield Primary, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises the opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We following children's interests and ideas to foster a lifelong love of learning and a positive and resilient growth mindset both in and outside of school.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points, are equipped with the skills and knowledge to have a smooth transition into Year 1.

Our Values

We promote, instill and reward our school values into each learning session as well as how we conduct ourselves throughout the whole day. We also instill in the children the "mistakes are how we learn" and that having a growth mindset is your most powerful tool in your tool box.

Implementation

Each half term, EYFS staff introduce a new core text to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

English / Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we have our core teaching texts as well as high quality reads and page turners that begin the reading spine of the school. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These books will be embedded in our provision through activities, story sessions and be available for children to access independently. Through this, children begin to internalise new vocabulary and language patterns and begin to retell stories.

There is cohesion and consistency with our approach to align with the whole school Talk for Writing English Curriculum that is continued to Years 6:

- The inclusion of high-quality texts which are *age and stage* appropriate
- Modelled reading and re-telling opportunities across each session
- Structured comprehensions, reading as a read and reading as a writer
- A focus developing and extending vocabulary
- Dedicated phonics sessions, employing tricky and high-frequency words

Phonics

- We follow the Twinkl programme to ensure consistency across the school. In Nursery children focus on Level 1 which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Level 2. The emphasis during Level 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills, prior to GPC.
- In Reception, Level 1 continues but children are introduced to Level 2 and 3 where they will develop GPC and segmenting and blending skills to decode words. During the Summer term, children may move on to Level 4 if they are ready.
- Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Mathematics

In Reception, we follow the HfL Scheme of work and we follow the fluency of number focus using the Mastering Number programme. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration.

In Nursery, children develop a love of Maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas.

Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. In addition, we have a higher than average number of children on EHCPs, where bespoke plans have identified that learning may need to take place away from the classroom due to sensory needs.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge.

Impact

The RBA (Statutory Reception Baseline Assessment)

In the first six weeks of Reception the children work with a familiar adult to complete the RBA. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2. The data for this is submitted, however the outcomes of this assessment support the practitioners with their internal baseline assessments of the children.

Ongoing Observation

Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making.

Assessment

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's and assessment data to gain an understanding of the whole child and where they are at. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Some observations are uploaded using Evidence Me and used by the team as a learning journey. Phonic assessments are carried out using the Twinkl phonics assessments that align to the team and are completed on a termly basis. Any children that are identified as not reaching the expected standard will be quickly picked up and supported alongside their learning in a way that suits their particular need and learning style. This will be shared with parents and carers so that support can be given at home if required. Our aim is for children to 'keep up' rather than 'catch up'

Teacher assessments are completed three times per year and shared with parents, whereby the Class Teacher updates the progress children have made and discuss with the wider team. In Summer Term 2, the EYFSP is completed where the teacher judges whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both

core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers and most importantly a love of learning.